



## STUDY THE ATTITUDE OF PG LEVEL WOMEN STUDENTS TOWARDS WOMEN EDUCATION OF PURULIA DISTRICT IN WEST BENGAL

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### ABSTRACT

*Women education is the key for women empowerment. Today it is very much important for the country to fully develop. The present study was conducted for measuring the attitude of PG level women students towards women education in Purulia by taking 150 women students randomly from Sidho-Kanho-Birsha University. The survey method has been adopted for the present study. A well designed questionnaire, developed by the investigator has been used to collect the primary data. The study revealed that rural women students shows less attitude than urban women students, Arts women student shows less attitude than science women students and Rural Science women students shows less attitude than Urban Science women students. But Reserve and Un-reserve, Rural Arts and Urban Arts women students are equal in attitude towards women education.*



**KEY WORD:** Attitude, PG, Women Students, Women Education.

### 1. INTRODUCTION:

Women are the builders of a nation. The basic and essential element of any society is woman. Women make a family, family make a home, homes make a society and ultimately societies make a country. Without the contribution of women a society wouldn't come into existence. By giving proper respect a nation can attained greatness. The country that does no respect women has never become great [1]. Women are the inherent part of a society and they cannot be neglected due to their less power and authority. Women have been regarded as the nuclei of a nation. Just as the body is made up of millions of cells controlled by their nuclei, A nation is made up of millions of families depend on the women for their progress and well-being. The health and growth of the body depend on the vitality of its cells, so also the health and growth of the nation and women must appreciate their axial position as their obligation towards nation building [2]. Women are created as a companion for men. So, men have to make her walk with them in the course of life. A woman plays a role of mother, a sister, a daughter, a wife. They play their roles with great responsibilities in nurturing of a healthy solid society. It is true that the progression of a nation is depends on the development of the status of its womenfolk because they are a vital part of the society. Human development means not only development of men, but also development of women. Undoubtedly the development covers all – men and women. Both men and women are like two sides of the coin and run equally like two wheels of the society. So both are important element of the growth and development in the country. Education is essential factor for development of every individual. Education plays a vital role for better living of human being, so education is needed for both men and women. But since the beginning of education women are relatively backward than men. According to census 2011 the female literacy rate is 65.14% and the male literacy is above 80%. The main question is why it is so, is women are responsible for their backwardness or men or lots of women's responsibilities in home. Women education is the key for

women empowerment. Women education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. President A.P.J. Abdul Kalam said “Empowering women is a pre-requisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their thoughts and their value assured. Empowerment of women is essential as their thoughts and their value nation”[3]. The provision of all facilities to women for education is called women’s education. Indian government gives great importance to the equality of status and opportunities for men and women. The status shall not discriminate against any citizen on the grounds of religion, caste, sex or place of birth. Thus, educational facilities and opportunities are provided to women regardless of their caste, religion or location at par with men [4].

### 1.1. LITERATURE REVIEW

Dr. Ashiq Hussain Dogar (2011) et.al.conducted a study on “Parents’ Gender Biased Attitude towards Education”[5]. It was found that Parents have highly positive attitude towards the education of their girl child. Mothers have comparatively attitude towards the education of their girl child than fathers. Anwaar Mohyuddin (2012) et.al.conducted a study on “Changing attitude towards female education (A Case Study of Village Zandra in Balochistan)”[6] It was found that the attitudes regarding the gender discrimination in the field of education has changed. Number of both fathers and mothers has increased who support their daughter’s education. Mrs.Okobia Esther Obiageli & Rev. Sr. Ekejiuba Paulette (2015) conducted a study on “Parental Attitudes and Girl - Child Education in Edo State, Nigeria” [7]. It was found that parents have positive attitude towards Girl-child education. Muhammad Ayub Buzdar & Akhtar Ali (2011) conducted a study on “Parents’ Attitude toward Daughters’ Education in Tribal Area of Dera Ghazi Khan (Pakistan)” [8].It was observed that, generally, tribal parents had soft corner for their daughters’ education. They were aware of the significance of daughters’ education. But the scarcity of resources has compelled them not to engage their daughters in education. Dr. Saqib Shahzad (2011) conducted a study on “Community attitude towards female education” [9].It was found that all the parents were interested in education of girls but they could not do so due to poverty. Majority of the parents were in favour of school/college education and majority of the parents were not in favour of co- education. Dr.Buno Zetsuvi and Saza Lucy (2015) conducted a study on “Societal attitude towards education of the girl child in Manipur state” [10]. It was found that the policy makers, teachers and parents have positive attitude in girl child education. Ms.Reshma (2014) conducted a study on “Parents Attitude towards Girl Child Education: A Sociological Study of Haryana” [11]. It was found that parents of all caste have highly positive attitude towards the education of their girl child. But mothers have more positive attitude towards the education of their girl child than fathers. High Education level also positively effects the parent attitude towards girl child education. Nimisha Beri and Anoop Beri (2013) conducted a study on “Perception of Single Women towards Marriage, Career and Education” [12]. It was found that education for single women is much more important because it is only after achieving education that they can get a job. It is necessary for their survival to be economically independent. Dr.Bimal Kanta Nayak (2014) conducted a study on “Parents Attitude towards Girls Education among Kandha Tribes in Odisha, India” [13]. It was found that the parents showing their interest to send their girls child outside for the higher study. Through the research, the researcher gathered information that parents are more conscious about their girls. Now tribal people are giving priority for education even if they invest for girls’ education, realizing the importance of education in the modern era. Dr. K. Kavitha Maheswari and Dr. J. Godwin Prem Singh (2014) conducted a study on “Rural girl students’ attitude towards education” [14]. It was found that more than half (61.9%) of the respondent had low attitude towards education and the rest of 38.1% of the respondent had high attitude towards education. Dr.Tomba Chingtham and Tinkhoiling Guite (2017) conducted a study on “Parental Attitude towards Girl’s Education” [15]. It was found that education of the parents highly influence on their attitude towards girl’s education. Those parents from urban who have attained better education have more understanding towards the necessity of girl’s education and have more positive attitude towards the education of girls than those parents from rural who are less educated.

The economic backgrounds and occupational levels of the parents have influence on their attitude towards girls' education.

## 1.2. VARIABLES OF THE STUDY

**Independent variables** were:

- i. PG level women students (reserve & un-reserve),
- ii. Locale(Urban & Rural)
- iii. stream (arts & science)
- iv. and women education

**Dependent Variable:**

- i. Attitude

## 1.3. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

- To find out the attitude of arts & science women students towards women education.
- To find out the attitude of rural & urban women students towards women education.
- To know the attitude of reserve & un-reserve women students towards women education.
- To identify the attitude of rural arts & urban arts women students towards women education.
- To find out the attitude of rural science & urban science women students towards women education.

## 1.4. HYPOTHESES OF THE STUDY

The null hypotheses for the present study are as follows:

H<sub>0</sub>1: There is no significant difference between arts women students and science women students in respect of their attitude towards women education.

H<sub>0</sub>2: There is no significant difference between rural women students and urban women students in respect of their attitude towards women education.

H<sub>0</sub>3: There is no significant difference between reserve women students and un-reserve women students in respect of their attitude towards women education.

H<sub>0</sub>4: There is no significant difference between rural Arts women students and urban Arts women students in respect of their attitude towards women education.

H<sub>0</sub>5: There is no significant difference between rural science women students and urban science women students in respect of their attitude towards women education.

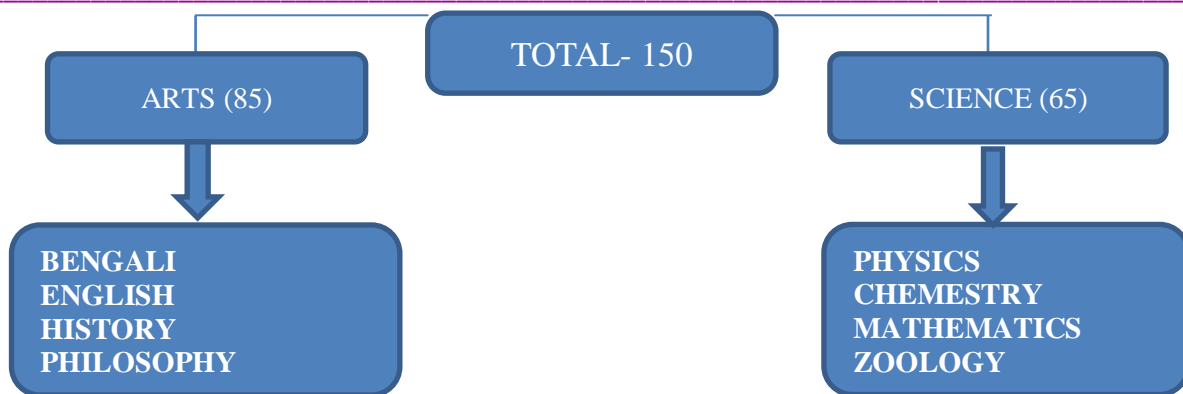
## 1.5. METHODOLOGY

### 1.5.1. Population of the study

All the PG level women students of Purulia, West Bengal (India) are the population of the study.

### 1.5.2. Sample of the study

A sample of size 150 PG women students from Sidho-Kanho-Birsha University, Purulia was selected using simple random sampling technique. The researcher selected 85 women students from arts stream and 65 women students from science stream randomly.



**1.5.3. Tolls**

The instrument that is used to collect data is called research tool. Different tools are used to collect different types of data. The use of a particular research tool depends upon the types of research proposal. In present study the researcher used 40 items questionnaire for data collection i.e. 5 point Likert type scale develop by self.

**1.6. ANALYSIS AND INTERPETATION OF DATA**

**Descriptive Statistics:**

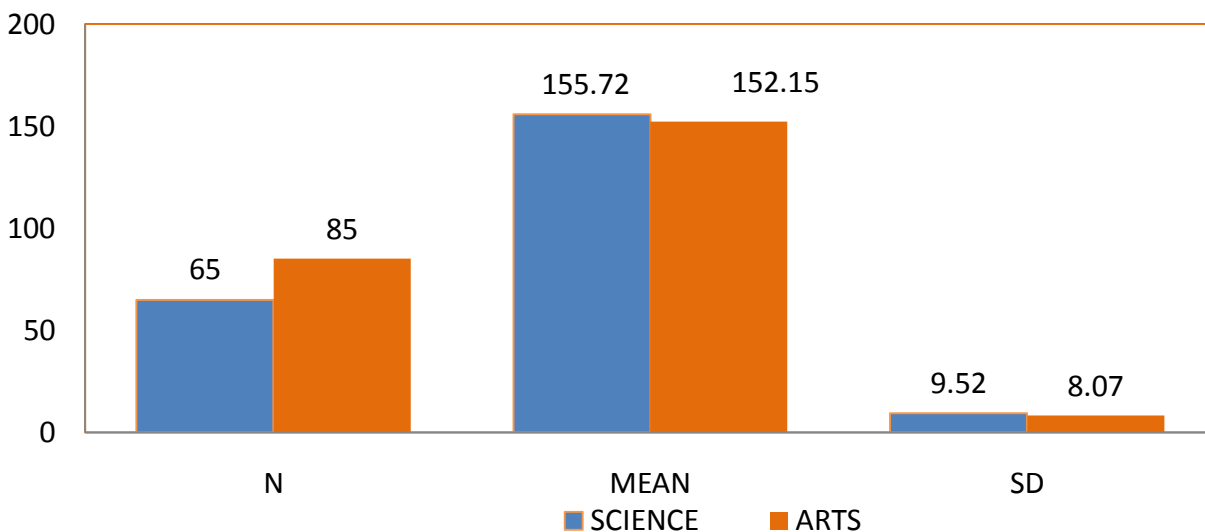
Descriptive Statistics helps us to know the characteristics of the sample or population in totality. Each descriptive statistics reduces lots of data into a simpler summary. Here we present our descriptive data in the form of Mean and Standard Deviation (SD) along with “t” critical ratio for Attitude towards women education.

**Testing of Hypotheses:**

**H<sub>0</sub>1:** There is no significant difference between arts women students and science women students in respect of their attitude towards women education.

PAIR	N	MEAN	SD	MEAN DIFFERENCE	df	t-VALUE	TABLE t-VALUE	REMARK
SCIENCE	65	155.72	9.52	3.57	148	2.46	1.98(0.05)	SIGNIFICANT
ARTS	85	152.15	8.07					

**Table 1: Mean, Standard deviation and t-value of 65 Science and 85Arts female students on attitude towards women education**

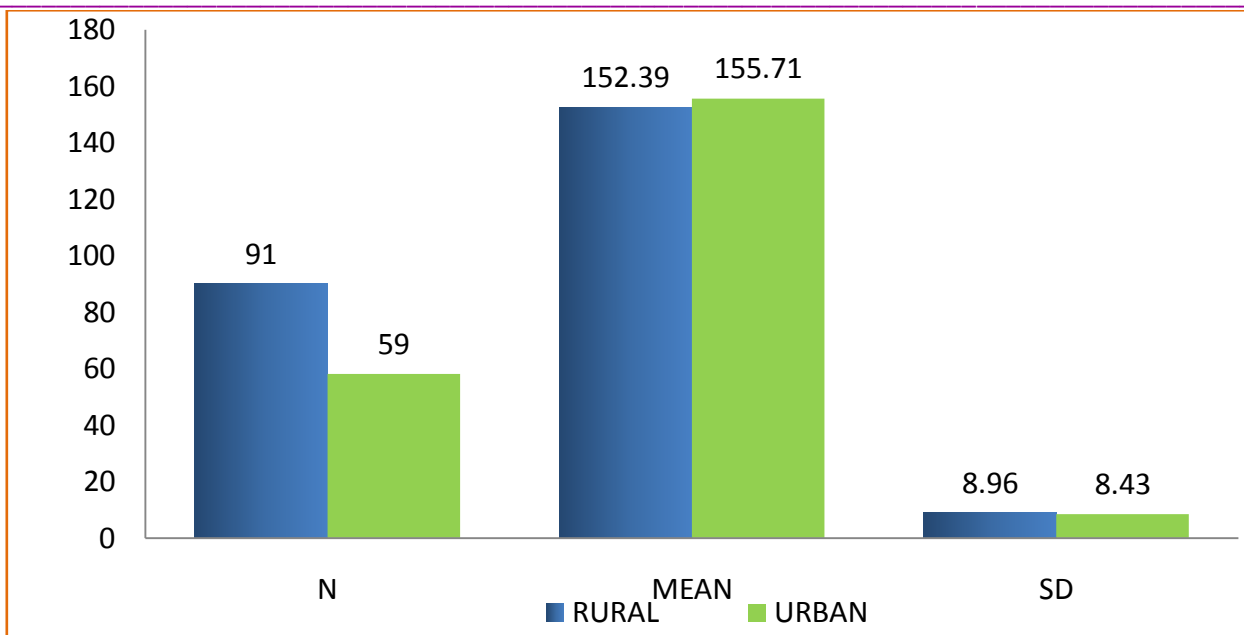


It is found that the mean scores of both science and Arts women students are 155.72 and 152.15 respectively. When the t-test is applied to compare the significant difference of mean scores of both the groups, it is found that the calculated value of "t" (2.46) exceeds the tabulated value (1.98) at 0.05 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference in attitude towards women education between arts and science women students.

**H<sub>0</sub>2:** There is no significant difference between rural women students and urban women students in respect of their attitude towards women education.

PAIR	N	MEAN	SD	MEAN DIFERENCE	df	t-VALUE	TABLE VALUE	t-	REMARK
RURAL	91	152.39	8.96	3.31	148	2.25	1.98(0.05)		SIGNIFICANT
URBAN	59	155.71	8.43						

Table 2: Mean, Standard deviation and t-value of 91 Rural and 59 Urban female students on attitude towards women education

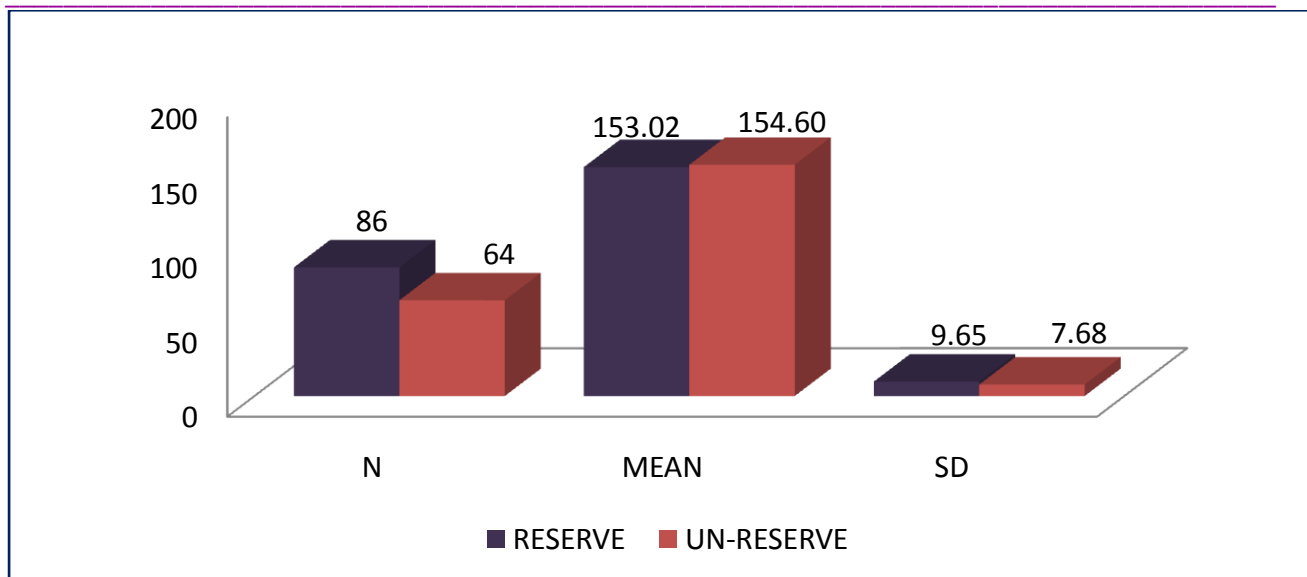


It is found that the mean scores of both Rural and Urban women students are 152.39 and 155.71 respectively. When the t-test is applied to compare the significant difference of mean scores of both the groups, it is found that the calculated value of “t” (2.25) exceeds the tabulated value (1.98) at 0.05 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference in attitude towards women education between rural and urban women students.

**H<sub>03</sub>:** There is no significant difference between reserve women students and un-reserve women students in respect of their attitude towards women education.

PAIR	N	MEAN	SD	MEAN DIFFERENCE	df	t-VALUE	TABLE t-VALUE	REMARK
RESERVE	86	153.02	9.65	1.58	148	1.07	1.98(0.05)	NOT SIGNIFICANT
UN-RESERVE	64	154.60	7.68					

**Table 3: Mean, Standard deviation and t-value of 86 Reserve and 64 Un-reserved female students on attitude towards women education**

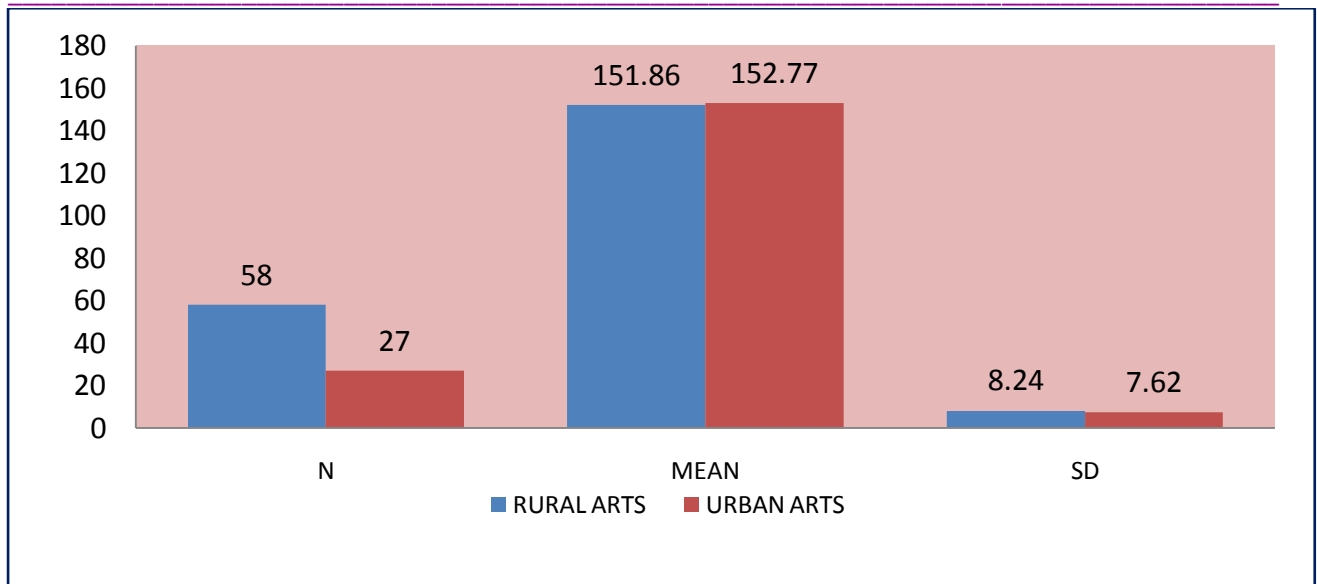


It is found that the mean scores of both Reserve and Un-reserve women students are 153.02 and 154.60 respectively. For 148 df, tabulated value of “t” is 1.98 at 0.05 level. Since the calculated value of “t” (1.07) is not exceeds the tabulated value at 0.05 level of significance. Therefore the null hypothesis is accepted i.e. there is no significant difference in attitude towards women education between reserve and un-reserve women students.

**H<sub>0</sub>4:** There is no significant difference between rural arts women students and urban arts women students in respect of their attitude towards women education.

PAIR	N	MEAN	SD	MEAN DIFFERENCE	df	t-VALUE	TABLE t-VALUE	REMARK
RURAL ARTS	58	151.86	8.24	0.91	83	0.48	1.99(0.05)	NOT SIGNIFICANT
URBAN ARTS	27	152.77	7.62					

**Table 4: Mean, Standard deviation and t-value of 58 Rural Arts and 27 Urban Arts female students on attitude towards women education**

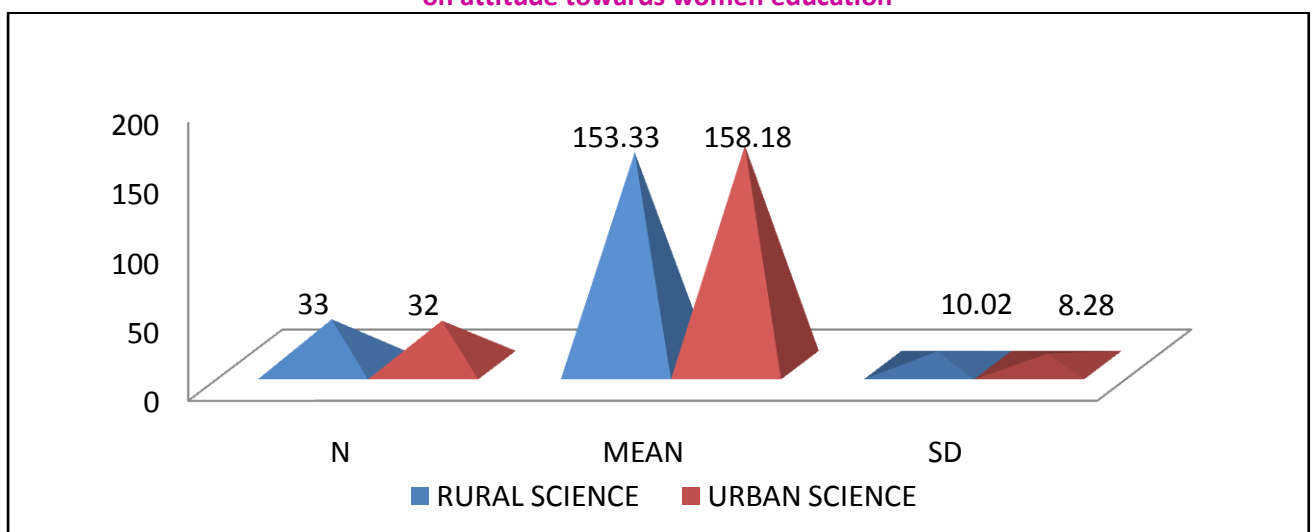


It is found that the mean scores of both Rural Arts and Urban Arts women students are 151.86 and 152.77 respectively. For 83 df, tabulated value of “t” is 1.99 at 0.05 level. Since the calculated value of “t” (0.48) is not exceeds the tabulated value at 0.05 level of significance. Therefore the null hypothesis is accepted i.e. there is no significant difference in attitude towards women education between rural arts and urban arts women students.

**H<sub>05</sub>:** There is no significant difference between rural science women students and urban science women students in respect of their attitude towards women education.

PAIR	N	MEAN	SD	MEAN DIFFERENCE	df	t-VALUE	TABLE t-VALUE	REMARK
RURAL SCIENCE	33	153.33	10.02	4.85	63	2.09	2.00(0.05)	SIGNIFICANT
URBAN SCIENCE	32	158.18	8.28					

**Table 5: Mean, Standard deviation and t-value of 33 Rural Science and 32 Urban Science female students on attitude towards women education**





It is found that the mean scores of both Rural Science and Urban Science women students are 153.33 and 158.18 respectively. When the t-test is applied to compare the significant difference of mean scores of both the groups, it is found that the calculated value of "t" (2.09) exceeds the tabulated value (2.00) at 0.05 level of significance. Therefore the null hypothesis is rejected and alternative hypothesis is accepted i.e. there is significant difference in attitude towards women education between rural science and urban science women students.

### 1.7. DISCUSSION

This paper was a partially exploratory effort to measure the attitude of PG level women students towards women education in relation to stream, locale and reservation. The attitude towards women education significantly differ among Arts and Science, Rural and Urban, Rural Science and Urban Science women students. And the attitude towards women education doesn't significantly differ among Reserve and Un-reserve, Rural Arts and Urban Arts women students. According to mean score Science women students shows high attitude than Arts women students, Urban women students shows high attitude than Rural women students and also Urban Science women students shows high attitude than Rural Science women students towards women education.

### 1.8. CONCLUSION

Attitude is the main component of any activity. High attitude leads to high motivation in work. Women education is the spotlight of 21<sup>st</sup> century. Education of women is only possible when they are positive in attitude towards their education. From the above finding and discussion it can be deduced that rural women students shows less attitude than urban women students, Arts women student shows less attitude than science women students and Rural Science women students shows less attitude than Urban Science women students. But Reserve and Un-reserve, Rural Arts and Urban Arts women students are equal in attitude towards women education.

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